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ABSTRACT

The bibliography provides information on screening and assessment instruments and techniques appropriate for use with visually handicapped (VH), aurally handicapped (AH) or deaf blind children. Materials on VH populations (numbers indicated in parentheses) are organized according to the following categories: materials on visual screening techniques and instruments (6); bibliographies with references to assessment techniques and instruments (3); tests developed specifically for the VH (16); tests modified for use with the VH (7); and articles discussing tests and testing procedures for the VH (17). Entries on the AH (numbers indicated in parentheses) are listed under the following categories: materials on auditory screening techniques and instruments (14); bibliographies with references to assessment instruments and techniques (5); tests developed specifically for the AH (6); and articles discussing tests and testing procedures for the AH (39). Also included are references to three bibliographies, three tests and 15 articles with information on the deaf blind. Nine items dealing with diagnostic problems encountered generally in assessments of handicapped children are noted. Also provided are addresses of 13 publishers of materials for the VH, 6 publishers of materials for the AH and three publishers of materials for the deaf blind. Regional centers for the deaf blind are identified. (GW)

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The Assessment of Children With Sensory Impairments:

A Selected Bibliography

EC 10 1182

Case - 05 - 76

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The Assessment of Children
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Compiled By:

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Joseph Perlman

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INTRODUCTION

The bibliography provides information on screening and assessment instruments and techniques to be used with blind, visually impaired, deaf, hearing impaired and deaf-blind children. Included are listings of bibliographies that contain references to tests and test procedures, listings of tests that have been designed and/or modified for children with sensory impairments, and articles that discuss the use of given tests and/or test procedures with the target population. The final section contains selected references that deal with issues related to the psychoeducational assessment of exceptional children.

In preparing the bibliography, numerous schools, centers and diagnostic facilities were surveyed as to the instruments they employed when assessing the learning skills of children with sensory impairments. While our inquiry was not exhaustive, our sampling was sufficiently extensive to suggest that the tests included in the bibliography are representative of the instruments generally in use.

The articles were selected if they provided either information on the appropriateness of a given test or technique, or suggestions for assessment approaches that yield information for educational programming purposes.

The references in the last section discuss issues that must be considered when developing assessment programs for exceptional children. Does a particular test provide the intended information for a specific population? Has the modification of a given test increased its efficacy? Is the information obtained from a given test sufficient and appropriate to determine educational need? These references promote a common theme of caution and judgement when using standardized tests and test procedures: this includes those tests "modified" for a specific type of impairment. Strong support is given to the concept that the purpose of assessment is to obtain information that will assure proper educational programming.

It is hoped that the bibliography will prove helpful in designing assessment programs for children with sensory impairments. Comments on this bibliography would be welcomed and should be directed to:

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144 West 125 Street
New York, N.Y. 10027

I. ASSESSMENT OF THE BLIND AND VISUALLY IMPAIRED

THE FOLLOWING IS A LIST OF MATERIALS ON VISUAL SCREENING TECHNIQUES AND INSTRUMENTS:

Aubuchon, M.T. Vision screening for preschoolers. Optometric Weekly, 1973, 64, 630 - 632.

Bacharach, J.A., et al. Vision testing by parents of 3½ year old children. Public Health Reports, 1970, 85, 426 - 432.

Bing, L.B. Vision screening and learning. Optometric Weekly, 1973, 64, 1112 - 1119.

Lin-fu, J.S. Vision screening of children. Washington, D.C.: U.S. Government Printing Office, 1971.

Patz, A. & Hoover, R.E. Protection of Vision in Children. Springfield, Illinois: C.C. Thomas, 1969.

Wilson, W.K. & Wold, R.M. A report on vision screening in the schools. Academic Therapy, Winter 1972 - 1973, 8, 155 - 166.

THE FOLLOWING BIBLIOGRAPHIES CONTAIN REFERENCES TO ASSESSMENT TECHNIQUES AND INSTRUMENTS:

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Morris, J.E. & Nolan, C.Y. Bibliography on tests and testing of the blind. Louisville, Kentucky American Printing House for the Blind, 1971.

Scholl, G.T. & Schnur, R. Measures of psychological, vocational, and educational functioning in the blind and visually handicapped. New York: American Foundation for the Blind, Inc. In press.

THE FOLLOWING TESTS HAVE BEEN DEVELOPED SPECIFICALLY FOR BLIND AND VISUALLY IMPAIRED POPULATIONS (RESTRICTED TO THE LEARNING DOMAIN.

Barraga, N.C. (Ed.). Visual Efficiency Scale. Preschool and above. Louisville, Kentucky: American Printing House for the Blind, Inc., 1970.

Berger, A. & Kautz, C. Braille Informal Reading Inventory. Grades K - 7. Carbondale, Ill.: Southern Illinois University, College Reading Services, undated.

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Nolan, C.Y. & Morris, J.E. Roughness Discrimination Test. Louisville, Kentucky: American Printing House for the Blind, 1965.

Ohwaki, Y. The Ohwaki-Kohs Tactile Block Design Intelligence Test for the Blind. Ages 6+. Los Angeles: Western Psychological Services, 1965.

Sequential Tests of Educational Progress - Original Series: Braille Edition, Level 2. Grades 10 - 12. Louisville Kentucky: American Printing House for the Blind, Inc., 1965.

Shurrager, M.C. & Schurrager, P.S. Haptic Intelligence Scale for the Blind. Chicago: Technology Center, Psychology Research, 1964.

Suinn, R.M. & Dauterman, W.L. Stanford-Ohwaki-Kohs Block Design Test for the Blind. Grades 1 - 6 and adults. Los Angeles: Western Psychological Services, 1965 - 1966

Woodcock, R.W. & Bourgeault, S.E. Colorado Braille Battery: Literary Code Tests - Pretests. Children and adults. Louisville, Kentucky: American Printing House for the Blind, Inc., 1964

Woodcock, R.W. & Bourgeault, S.E. Colorado Braille Battery: Literary Code Test - Beginning Level. Grades 1 - 2 and adults. Louisville, Kentucky: American Printing House for the Blind, Inc., 1964

Woodcock, R.W. & Bourgeault, S.E. Colorado Braille Battery: Literary Code Tests - Intermediate Level. Grades 2 - 3 and adults. Louisville, Kentucky: American Printing House for the Blind, Inc., 1964.

Woodcock, R.W. & Bourgeault, S.E. Colorado Braille Battery: Literary Code Tests - Advanced Level. Grades 4.0 - 9.9 and adults. Louisville, Kentucky: American Printing House for the Blind, Inc., 1964.

Woodcock, R.W. & Bourgeault, S.E. Colorado Braille Battery: Nemeth Code Tests - Beginning Level. Grades 4.0 - 9.9 and adults. Louisville, Kentucky: American Printing House for the Blind, Inc., 1964.

Woodcock, R.W. & Bourgeault, S.E. Colorado Braille Battery: Nemeth Code Tests - Intermediate Level. Grades 8.9 - 12.9 and adults. Louisville, Kentucky: American Printing House for the Blind, Inc., 1964.

THE FOLLOWING TESTS HAVE BEEN MODIFIED FOR USE WITH THE BLIND AND VISUALLY IMPAIRED (RESTRICTED TO THE LEARNING DOMAIN):

Doll, E.A. Preschool Attainment Record, Research Edition. Ages 6 months - 7 years. Circle Pines, Minn.: American Guidance Service, Inc., 1966.

Miller Analogies Test - Braille Edition. New York: The Psychological Corporation.

Scholastic Aptitude Test - Braille Edition. Princeton, N.J.: Educational Testing Service.

Stanford Achievement Test: Braille Edition, Primary II. Grades 2.3 - 3.9. Louisville, Kentucky: American Printing House for the Blind, Inc., 1965.

Stanford Achievement Test: Braille Edition; Intermediate I. Grades 4 - 5.5. Louisville, Kentucky: American Printing House for the Blind, Inc., 1965 - 1967.

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Stanford Achievement Test: Braille Edition, Advanced. Grades 7 - 9. Louisville, Kentucky: American Printing House for the Blind, Inc., 1965 - 1967.

PUBLISHER ADDRESSES

American Foundation for the Blind, Inc., 15 West 16th Street, New York, NY 10011

American Guidance Service, Inc. Publisher's Bldg., Circle Pines, Minn. 55014

American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, KY. 40206

Mary K. Bauman, Personnel Research Center, 1604 Spruce Street, Philadelphia, PA. 19103

College Reading Services, Southern Illinois University, Carbondale, IL 62901

Boston Center for Blind Children, 147 South Huntington Avenue, Boston, MA 02130

Educational Testing Service, Princeton, NJ 08540

Mafex Associates, Inc., 90 Cherry Street, Johnstown, PA 15902

Mississippi Deaf-Blind Evaluation Center, Ellisville State School, Ellisville, MS 39437

Psychological Corp., 304 East 45th Street, New York, NY 10017

Psychology Research, Box 14, Technology Center, Chicago, IL 60616

Robert J. Teare, 185 King's Road,
Athens, GA 30601

Western Psychological Service,
12031 Wilshire Blvd., Los Angeles,
Calif. 90025

THE FOLLOWING ARTICLES INCLUDE DISCUSSIONS OF TESTS AND TESTING PROCEDURES IN THE ASSESSMENT OF BLIND AND VISUALLY IMPAIRED CHILDREN:

Assessment for the educational readiness of the child with visual impairments: three workshops. New York: American Foundation for the Blind, Inc., 1974.

Bateman, B. Psychological evaluation of blind children. New Outlook for the Blind, 1965, 59, 193 - 197.

Bauman, M.K. Tests used in the psychological evaluation of blind and visually handicapped persons. Washington, D.C.: American Association of Workers for the Blind, Inc., 1968.

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Dauterman, W.L., Shapiro, B., & Suinn, R.M. Performance tests for the blind reviewed. International Journal for the Education of the Blind, 1967, 17, 8 - 16.

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Garbe, H. Testing blind children - problems and results. Fourth Quinquennial Conference, International Council of Educators of Blind Youth. Watertown, Massachusetts: Perkins School for the Blind, 1967.

Gilbert, J.G. & Rubin, E.J. Evaluating the intellect of blind children. New Outlook for the Blind, 1965, 59, 238 - 240.

Goldman, H. Psychological testing of blind children. Research Bulletin of the American Foundation for the Blind, Inc., 1970, Number 21, 77 - 90

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Morris, J.E. The 1973 Stanford Achievement Test series as adapted for use by the visually handicapped. Education of the Visually Handicapped, 1974, 6, 33 - 40.

Morse, J. The adaptation of a nonverbal abstract reasoning test for use with the blind: review of related research and bibliography. New York: American Foundation for the Blind Research Bulletin, 1971, Number 23, 39 -46.

Newland, T.E. Blind Children: I. Problems and procedures in prediction. International Journal for the Education of the Blind, 1964, 14, 1 - 7.

Newland, T.E. Prediction and evaluation of academic learning by blind children: II. Problems and procedures in evaluation. International Journal for the Education of the Blind, 1964, 14, 42 - 51.

Parker, J. Adapting school psychological evaluation to the blind child. New Outlook for the Blind, 1969, 63, 305 - 311.

Proceedings of the conference on new approches to the evaluation of blind persons. New York: American Foundation for the Blind, Inc., 1970.

Suinn, R.M., Dauterman, W.L. & Shapiro, B. The Stanford MMI Test for the Blind. Rehabilitational Counseling, 1966, 10 23 - 27.

II ASSESSMENT OF THE DEAF AND HEARING IMPAIRED

THE FOLLOWING IS A LIST OF MATERIALS ON AUDITORY SCREENING TECHNIQUES AND INSTRUMENTS:

Bender, R. and others. Maico Audiological Library Series, Volume 3. Minneapolis, Minnesota: Maico Hearing Instruments, 1967.

Conference on Newborn Hearing Screening, Washington, D.C. Alexander Graham Bell Association for the Deaf, 1972.

Cozad, R.L. and others. Some implications regarding high frequency hearing loss in school-age children. Journal of School Health, 1974, 44, 92 -96.

Downs, M.P. & Hemenway, W.G. Newborn screening revisited. Hearing and Speech News, 1972, 40, 26 - 29.

Emerick, L.L. A Workbook in Clinical Audiometry. Springfield, Illinois: C.C. Thomas, 1971.

Frisina, D.R. & Johnson, D.D. A nonverbal hearing test for children with deafness. Washington, D.C.: Gallaudet College, 1966.

Harrelson, O.A., et al. Comparison of hearing screening methods. Journal of School Health, 1969, 39, 161 - 164.

Healy, W.C. Task force report on school speech, hearing and language screening procedures. Language, Speech and Hearing Services in Schools, 1973, 4, 109 - 119.

Hollien, H., Wepman, J.M. & Thompson, C.L. A group screening test of auditory acuity. Journal of School Health, 1969, 39, 583 - 588.

Katz, J. (Ed.) Handbook of Clinical Audiology, Baltimore, Maryland: Williams & Wilkins Co., 1972.

Lowell, M.O. & Lowell, E.L. Evoked response audiometry: everything you always wanted to know about ERA - but were afraid to ask. Volta Review, 1973, 75, 109 - 113.

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Rapin, I., et al. Diagnosis of hearing loss in infants using auditory evoked responses. Laryngoscope, 1970, 80, 712 - 722.

Redell, R.C. & Calvert, D.R. Factors in screening hearing of the newborn. Journal of Auditory Research, 1969, 9, 278 - 289.

THE FOLLOWING BIBLIOGRAPHIES CONTAIN REFERENCES TO ASSESSMENT INSTRUMENTS AND TECHNIQUES:

Austin, G. Bibliography: Deafness. DeKalb, Illinois: Kenly's, 1973.

McCroskey, R.L. & Bell, M.A. An annotated bibliography of publications on testing the hearing of infants. Volta Review, 1965, 67, 548 - 558.

McCroskey, R.L. & Cory, M.W. An annotated bibliography of publications on testing the hearing of infants: II. Volta Review 1969, 71, 27 - 33.

McIntyre, K.H. Bibliography on the deaf and hard of hearing. Los Angeles: University of Southern California. Instructional materials center for special education, 1968.

Woodward, H.M.E. Measuring language growth in older deaf children: a classified bibliography (August, 1974) Volta Review, 1975, 77, 241 -242.

THE FOLLOWING TESTS HAVE BEEN DEVELOPED SPECIFICALLY FOR DEAF AND HEARING IMPAIRED POPULATIONS: (RESTRICTED TO THE LEARNING DOMAIN)

French, F.E. Psychoeducational Inventory of Basic Skills and Personal Development. Preschool. Johnstown, Pennsylvania,: Mafex Associations, Inc., 1970.

Hiskey, M.S. Hiskey-Nebraska Test of Learning Aptitude. Ages 3-18. Lincloln, Nebraska: Union College Press, 1966.

McElwain, D.W. & Kearney, G.E. The Queensland Test. Ages 7 and above. Hawthorne, Vic., Australia: Australian Council for Educational Research, 1970. (Distributed in the U.S. and Canada by Educational and Industrial testing service)

Mecham, M.J. Jex, J.L. & Jones, J.D. Utah Test of Language Development (Revised Edition). Salt Lake City, Utah: Communication Research Associates, Inc., 1967.

Myklebust, H.R. & Neyhus, A.I. Diagnostic Test of Speechreading. Ages 4-9. New York: Grune and Stratton, 1970.

Smith, G.H. Language Evaluation Sheet. Ochlocknee, Georgia: Ochlocknee Multi-Handicap Project, The Children's Center, undated.

PUBLISHER ADDRESSES

Mafex Associates, Inc.
90 Cherry Street
Johnstown, PA 15902

Communication Research Associates, Inc.
Box 11012
Salt Lake City, Utah 54111

Grune & Stratton, Inc.
757 Third Avenue
New York, New York 10017

Ochlocknee Multi-Handicap Project
The Children's Center
P.O. Box 110-A
Ochlocknee, GA 31773

Union College Press
Lincoln, NE 68507

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

THE FOLLOWING ARTICLES INCLUDE DISCUSSIONS OF TESTS AND TESTING PROCEDURES IN THE ASSESSMENT OF DEAF AND HEARING IMPAIRED CHILDREN.

Academic achievement test results of a national testing program for hearing impaired students-United States: Spring, 1971. Washington, D.C.: Gallaudet College, Office of Demographic Studies, 1972.

Anderson, R.M. & Stevens, G.D. Practices and problems in educating deaf retarded children in residentail schools. Exceptional Children, 1969, 35, 687-694.

Berry, M.F. Language Disorders of Children: the Bases and Diagnoses. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1969.

Burroughs, J.R. & Powell, F.W. Can we systematically meet the needs of all deaf children? Peabody Journal of Education, 1974, 51, 171-179.

Crammatte, A.B. & Miles, D.S. (Eds.) Multiply disabled deaf persons: A Manual for rehabilitation counselors. Chicago, Illinois: DePaul University, 1968.

Edington, G. (Ed.) The school psychologist and the hearing-impaired child. Highlights, 1973, 52, 8-11.

Education & rehabilitation of deaf persons with other disabilities. Silversprings, Maryland: National Association of the Deaf, 1974.

Ewing, A. & Ewing, E.C. Teaching Deaf Children to Talk. Washington, D.C.: Volta Bureau, 1964.

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Frisina, R. Diagnostic evaluation and recommendations for placement. Volta Review, 1967, 69, 432-436.

Gerweck, S. & Ysseldyke, J.E. Limitations of current psychological practices for the intellectual assessment of the hearing impaired: A response to the Levine Study. Volta Review, 1975, 77, 243-248.

Giangreco, C.J. The Hiskey-Nebraska Test of Learning Aptitude (Revised) compared to several achievement tests. American Annals of the Deaf, 1966, 8, 566-577.

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Levine, E.S. National Conference on the preparation and training of psychological workers with the deaf: a report. Hearing Rehabilitation Quarterly, 1975, 1, 6-7.

Longhi, P. Auditory discrimination and reception deficits. Bureau Memorandum, 1973, 14, 17-19.

Marshall, W.A. Contextual constraint in deaf and hearing children. American Annals of the Deaf 1970, 115, 682-689.

McCoy, G.F. Diagnostic Evaluation and Education Programming for Hearing Impaired Children. Springfield, Illinois: Illinois State University, 1972.

Mecham, M.J., Jones, J.D. & Jex, J.L. Use of the Utah Test of Language Development for screening Language disabilities. Journal of Learning Disabilities, October, 1973.

Monsees, E.K. Predicting Language Performance in Hearning-Impaired Children. Washington, D.C.: Children's Hospital, Hearing and Speech Center, 1973.

Neuhaus, M. Modifications in the administration of the WISC performance subtests for children with profound hearing losses. Exceptional Children, 1967, 33, 573-574.

Oakland, T. & Williams, F.C. Auditory perception: diagnosis and development for language and reading abilities. Seattle, Washington: Special Child Publications, Inc., 1971.

Perry, F.R. Predictive and diagnostic testing for visual communication. Australian Teacher of the Deaf, 1971, 12, 136-143.

Perry, F.R. Diagnosis of reading disabilities with deaf children: use of Daniels and Diak the Standard reading tests. Australian Teacher of the Deaf, 1972, 13, 27-31.

Power, D.F. & Quigley, S.P. Problems and programs in the education of multiply disabled deaf children. Urbana, Illinois: Illinois University, Institute for Research on Exceptional Children, 1971.

Provonost, W. et al. Educational evaluation and programming for children with auditory disorders. Boston, Mass. Boston University, School of Education, 1970.

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Ross, M. & Lerman, J. A picture identification test for hearing impaired children. Journal of Speech and Hearing Research, 1970, 13, 44-53.

Schultz, M.C. A critique of speech recognition testing preliminary to hearing therapy. Journal of Speech and Hearing Disorders, 1972, 37, 195 - 202

Singh, S. Measurement procedures in speech, hearing and language. Baltimore, Maryland: University Park Press, 1975.

Stewart, L.G. (Ed.) Proceedings of the special study institute on deafness and mental retardation. (Rome, N.Y., May 18-19, 1972). New York University, School of Education, 1972.

Vernon, M. Psychological Evaluation and Interviewing of the hearing impaired. Rehabilitation and Practical Review, 1970, 1, 45 - 52.

Vernon, M. & Brown, D.W. A guide to psychological tests and testing procedures in the evaluation of deaf and hard of hearing children. Journal of Speech and Hearing Disorders, 1964, 29 414 - 423.

Vernon, M. & Kilcullen, E. Diagnosis retardation and deafness. Rehabilitation Record, 1972, 13, 24 - 27.

Waldon, E.F. (Ed.) Differential Diagnosis of Speech and Hearing Problems of Mental Retardation: Workshop on Speech and Hearing Problems (Catholic University of America, Washington, D.C. June 13 - 24, 1960)

Willis, D.J. and others. WISC and Nebraska performance of deaf and hearing children. Optometric Weekly, 1972, 36, 1206 - 1209.

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III ASSESSMENT OF THE DEAF - BLIND

THE FOLLOWING BIBLIOGRAPHIC MATERIALS CONTAIN REFERENCES TO ASSESSMENT TECHNIQUES AND INSTRUMENTS APPLICABLE FOR USE WITH THE DEAF-BLIND:

Stuckey, K., et al. Education of Deaf-Blind: Bibliography. Watertown, Massachusetts: Perkins School for the Blind, 1972.

Additions to Bibliography: Education of Deaf-Blind, fall 1972 - June, 1974. Watertown, Massachusetts: Perkins School for the Blind, 1974.

Additional items published since June, 1974 are listed in the November 1, 1975 Issue of Children of the Silent Night, a newsletter published by the Perkins School for the Blind.

THE FOLLOWING TESTS HAVE BEEN DEVELOPED SPECIFICALLY FOR USE WITH THE DEAF-BLIND:

Developmental Scales-to be used in assessing development of deaf-blind children. Denver: Mountain-Plains Regional Center for Services to Deaf-Blind Children.

Lyall, J., Henry, V., Graham, T. & Lassiter, S. Deaf-blind program and ability screening test. Ellisville, Mississippi: Mississippi Deaf-Blind Evaluation Center, 1972.

Stillman, R. and others. The Callier-Azusa Scale, Dallas,Texas: Callier Center for Communication Disorders of the University of Texas, 1975.

PUBLISHER ADDRESSES

Callier Center for Communication Disorders of the University of Texas
1966 Inwood Road, Dallas, Texas
75235

Mississippi Deaf-Blind Evaluation
Center, Ellisville State School,
Ellisville, Miss. 39437

Mountain-Plains Regional Center for
Services to Deaf-Blind Children,
1346 Lincoln Street, Denver, Colorado, 80203

THE FOLLOWING ARTICLES INCLUDE DISCUSSIONS OF TESTS AND TESTING PROCEDURES IN THE ASSESSMENT OF DEAF-BLIND CHILDREN.

Curtis, S. (Ed.) Deaf-Blind Children: Evaluating Their Multiple Handicaps. New York: American Foundation for the Blind, Inc., 1970.

Curtis, W.S. & Donlon, E.T. An analysis of evaluation procedures, disability types, and recommended treatments for 100 deaf-blind children. Syracuse, New York: Syracuse University, Division of Special Education and Rehabilitation, 1969.

Danella, E.A. Study of tactile preference in multiply handicapped children. American Journal of Occupational Therapy, 1973, 27, 457-463.

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Hatlen, P. (Ed.) Proceedings of a Special Study Institute: Conference for teachers of deaf-blind children. Berkeley, California: Southwestern Region Deaf-Blind Center, 1971.

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Manual for the Assessment of a "Deaf-Blind" Multiple Handicapped Child. Lansing. Michigan: Michigan School for the Blind. 1973.

Moriarty, D.F., Smith, W.J. & Horsley, J.L. (Eds.) Proceedings of the Workshop on Diagnosis and Evaluation of Deaf-Blind Children. (February 17-18, 1971). Denver, Colorado: Mountain-Plains Regional Center for Services to Deaf-Blind Children, 1973.

Process Teaching and Deaf-Blind Children. Dallas, Texas: Callier Hearing/Speech Center.

Stillman, R.D. Assessment of Deaf Blind Children: The Callier-Azusa Scale. Dallas, Texas: Callier Center for Communication Disorders, 1974.

Stillman, R.D. Measuring Progress in Deaf-Blind Children: Use of the Azusa Scale. Dallas, Texas Callier

Tweedie, D. Observing the communication behavior of deaf-blind children. American Annals of the Deaf, 1974, 119, 342 - 347.

Tweedie, D. Demonstrating behavioral change of deaf-blind children. Exceptional Children, 1974, 40, 510, 512.

Weiss, A.C. (Ed.) Proceedings of the Workshop in the Education of deaf-blind children. Lansing, Michigan: Midwest Regional Center for Deaf-Blind children, 1973.

REGIONAL CENTERS FOR DEAF - BLIND

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   Alabama Institute for the
   Deaf-Blind
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   Talladega, Alabama

2. Southwest Regional Center
   1500 5th Street
   Sacramento, California 95814

3. New England Regional Center
   Perkins School for the Blind
   Watertown, Massachusetts

4. MidAtlantic Regional Center
   (North and Caribbean)
   New York Institute for the Blind
   Bronx, New York

5. Northwest Regional Center
   3411 S. Alaska Street
   Seattle, Washington 98118

6. Midwest Regional Center
   c/o Michigan Department of
   Education
   5th Floor Davenport Building
   Lansing, Michigan

7. Southcentral Regional Center
   c/o Callier Center for
   Communication Disorders
   1966 Inwood Road
   Dallas, Texas 75235

8. Mountain-Plains Regional Center
   1346 Lincoln Street
   Denver, Colorado

IV SOME GENERAL REFERENCES ON THE ASSESSMENT OF EXCEPTIONAL CHILDREN

THE FOLLOWING MATERIAL RELATES TO THE PROBLEMS ENCOUNTERED IN THE DIAGNOSTIC ASSESSMENT OF EXCEPTIONAL CHILDREN.

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